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**Welcome!**

Thank you.

These two simple words convey so much. Thank you for helping us to strengthen the future of our fraternity/sorority communities and the IFC officers. Thank you for supporting, challenging and sharing your experiences with these students. Thank you.

The number of NIC educational programs and services aim to cultivate the capacity for IFCs to take responsibility for addressing issues in their community, and IFC Academy is intended to be the starting point for many newly elected officers.

IFC Academy provides IFC officers with tools and training to be effective in their specific roles, build cohesiveness as a team and understand their responsibility in the peer governance of their fraternity community.

We challenge you to make this program your best yet. Each experience presents a new opportunity to grow, develop and make new friends. Take this time to learn about this campus and community and make your mark. These students deserve your best.

You mean so much to us, and you mean so much to the fraternity movement. Thank you again.

The Staff of the North American Interfraternity Conference

**IFC ACADEMY (ONLINE) 2022**

**Intended Outcomes/Behaviors**

*Behaviors*

* Evaluate their personal, community and fraternity experience
* Engage peers and stakeholders in successful tactics for the future
* Practice executive leadership skills needed to be effective
* Describe the components of an ideal IFC

*Learning Outcomes*

* Build a supportive and collaborative network among other IFC council officers
* Collaborate with other attendees from your council to create opportunities to work together to advance your community
* Define expectations for your officer role and resources available to support your success.

**Content Overview**

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| **General Sessions** | Council Evaluation and Strategy |
| State of the Community and Interfraternalism |
| IFC Relevance and Peer-Governance |
| IFC Standard Operating Procedures |
| Love, Mom and Dad |
| **Officer Tracks** | Diversity, Equity and Inclusion |
| Finance |
| Health and Safety |
| IFC Advisor |
| IFC Delegate |
| Judicial |
| President |
| Programming/Member Development |
| Public Relations |
| Recruitment |
| Scholarship |
| Secretary/Administration |
| Service and Philanthropy |
| **Breakout/Topical Sessions** | Retention |
| Crisis Communication |
| Diversity, Equity and Inclusion |
| Building Relationships with HQ & Your FSA |
| It’s Okay Not to Be Okay (Mental Health) |
| Accountability within the IFC |
| Handling Anti-Fraternity Activism |

**2022 IFC Academy Schedule**

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| **FRIDAY, JANUARY 14, 2022** | |
| 1:00 – 1:25 p.m. ET | **General Session:** Welcome to IFC Academy! |
| 1:25 – 1:40 p.m. ET | **Council/Campus Breakout:** Reframing Our Perspective |
| 1:45 – 2:15 p.m. ET | **Officer Track 1** |
| 2:15 – 2:25 p.m. ET | Break |
| 2:25 – 2:50 p.m. ET | **General Session:** State of the Community and Interfraternalism |
| 2:55 – 3:10 p.m. ET | **Council/Campus Breakout:** Interfraternalism in Action |
| 3:15 – 3:50 p.m. ET | **Topical Breakouts/Discussions** |
| 3:50 – 4:00 p.m. ET | Break |
| 4:00 – 4:35 p.m. ET | **Officer Track 2** |
| 4:40 – 5:10 p.m. ET | **General Session:** IFC Relevance and Peer Governance |
| 5:15 – 5:40 p.m. ET | **Council/Campus Breakout:** Peer Governance |
| 5:45 – 6:00 p.m. ET | **General Session:** Closing Session |

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| **SATURDAY, JANUARY 15, 2022** | |
| 1:00 – 1:30 p.m. ET | **General Session:** IFC Standard Operating Procedures |
| 1:30 – 1:50 p.m. ET | **Council/Campus Breakout:** Applying the IFC SOP |
| 1:55 – 2:15 p.m. ET | **Officer Track 3** |
| 2:15 – 2:25 p.m. ET | Break |
| 2:25 – 3:35 p.m. ET | **General Session:** Love, Mom and Dad |
| 3:40 – 4:05 p.m. ET | **Officer Track 4** |
| 4:05 – 4:15 p.m. ET | Break |
| 4:15 – 4:50 p.m. ET | **Topical Breakouts/Discussions** |
| 4:55 – 5:15 p.m. ET | **Officer Track 5** |
| 5:20 – 5:40 p.m. ET | **Council/Campus Breakouts:** Goal and Priority Setting |
| 5:45 – 6:00 p.m. ET | **General Session:** Closing and Wrap Up |

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**Facilitation Skills**

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|  | **What is Facilitation?** |
|  | **Facilitation is:**   * Supporting the curriculum through discussion and activities. * Creating connections of shared information and experiences. * Helping Participants get good information and affirmation. * Providing focus and direction. * Appropriately challenging and questioning Participants.   **Facilitation is NOT:**   * “Doing” for the Participants. * Being an expert on all topics. * Allowing discussion to meander off-topic. * Defensive, argumentative or polarizing.   **Effective Facilitators should be:**   * Natural and genuine. * Interested in all Participants. * Engaged in a series of conversations with a variety of Participants. * Clear and non-judgmental in their communication. * Flexible and able to adapt to different situations. * Focused on the Participant’s experiences and struggles. * Developing appropriate relationships with Participants and Facilitators. |
|  | **Core Competencies** |
| **Communication** | **Facilitators will exhibit good communication skills by:**   * Expressing ideas clearly and accurately. * Being attentive and showing interest in the subject. * Thinking quickly on their feet and being prepared for difficult confrontations and conversations. * Showing a sense of humor. * Knowing when to steer conversations into a serious tone. |
| **Personal Interjection** | **Facilitators will regulate personal remarks to:**   * Calling the group’s attention to helpful statements. * Rephrasing Participant’s ideas/thoughts to clarify and reinforce. * Summarizing groups’ thoughts to bridge between topics. * Facilitators will avoid emphasizing personal opinions, agendas, etc. |
| **Group Participation** | **Facilitators will encourage group participation by:**   * Ensuring participation by each group member during Chapter Meetings. * Ensuring one individual does not dominate conversation. * Maintaining eye contact with group members and ensuring personal body language is welcoming to the group. * Being alert to the body language and clues from Participants. |
| **Group Atmosphere** | **Facilitators will attempt to create a welcoming and safe atmosphere within the group by:**   * Creating a climate of respect within the group, allowing Participants to discuss differences, without attacking individuals. * Showing interest in the opinions of all group members. * Ensuring there is no favoritism within the group. * Allowing Participants to share minority views comfortably. * Helping Participants view/discuss issues from many angles before reaching conclusions. |
| **Guiding Discussion** | **Facilitators will skillfully guide discussions by:**   * Providing “meat” for discussions, without dominating conversation. * Providing examples and ideas from personal experience to emphasize points. * Listening critically to discussions to identify confusion, unanswered questions, etc. * Directing discussions away from inappropriate topics/remarks and privately confronting individuals who make these comments. * Having Participants provide summaries of key points. |
| **Encourage**  **Growth** | **Facilitators will encourage students to expand personal perspective by:**   * Gently encouraging students to question the validity of their arguments or reasons. * Helping Participants examine their current realities outside the norm or against accepted standards. * Sharing experiences to help Participants identify new ways of doing things, confronting inappropriate traditions, etc. * Encouraging Participants to verbalize how their ideas/reasoning may have changed during the program. |

**Ideas for Dealing with Common Group Situations**

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| **Managing Discussions** | * Make sure everyone understands the topic and there is agreement about the idea. * Use flip charts to manage discussion and topics. * Use the “parking lot” method to “park” thoughts or ideas which may be off topic. * Summarize discussion periodically. * Use different techniques to draw in under-participating students and control for over-participating students. * Make sure conversations are not constantly recycled. |
| **Managing Transitions** | * Ensure the first discussion has some sort of closure and the group is ready to move on. * Make segue clear by using links between topics. * Identify strategic moments in discussion to make transitions. |
| **Using Group’s Energy** | * Allow the group conversation to roll as long as it is productive. * Encourage physical activity to maintain energy. Get up and move between conversations. * Provide energizers for groups when they are tired, or uninvolved. * When conversations become animated and/or heated, don’t immediately diffuse them. Allow for some conflict to move the conversation forward. Step in when conversation is no longer constructive. * Listen for signs the group is ready to move to a new topic. |
| **Using Silence** | * Trust silence when it occurs. Often this is a signal learning is occurring and you’ve identified a difficult conversation. Give Participants time to form their thoughts. * Count to 10 before asking another question or filling the void. When the silence becomes uncomfortable to the group, someone usually steps in. Wait for it. |
| **Disruptive Group Members** | * Handling disruptive behaviors is often difficult. The key is to handle the disruption without hurting the individual and/or group. * Keep in mind—you are not alone and are bound to have allies in the group! Use these allies to bring the discussion back to a constructive place. * Private conversations outside of the group meeting might be necessary with the disruptive person. |
| **Dominating Conversation** | Some Participants might over-participate or dominate conversations. Use techniques to balance conversation or change how you ask questions to encourage others to participate as well. One-on-one conversations with dominant group members outside of the chapter space might be necessary. |
| **Negativity** | If a Participant is relentlessly negative and skeptical, use techniques to involve Participants in problem solving and identifying ways to be optimistic. Do not allow the group to succumb to the negativity. Give the complainer constructive feedback outside the group if the negativity impacts the group. |
| **Side Conversations** | Side conversations can negatively impact the group. Facilitators can use several techniques including eye contact with the smaller group, having the group move around to mix the group, involving the smaller group by asking them a direct question, and/or discussing the issue outside of the group during a break. |

**10 Keys to Succeeding as a Virtual Facilitator**

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| **Be You** | * You can do this – it’s via a screen but you are still capable of educating online. * Take a breath and remind yourself of whatever skills you already bring to the table: compassion, a relationship with students, mastery of the content, a sense of humor, gravitas, fluidity, compelling stories. Maybe you happen to be the kind of person who really cares — or handles fear well — or is graceful under stress — or is human. Share that! * The group will still have tension, issues of social identity and rank, varied content knowledge, and different people’s motivations. Everything you know about how individuals learn still applies. Everything you know about the state of people in crisis is still true. |
| **Practice the Technology** | * This is key to success – once you master the content and practice the technology, it will feel seamless like the in-person experience. * Set up your video - be in a well-lit room with a professional background. * Make sure your sound is enabled: you want to be able to hear the participants them to hear you. |
| **Minimize multitasking** | * The temptation and likelihood of participants getting distracted or multitasking is significantly higher than when you are in-person. * This challenge should not be underestimated. It impacts every aspect of how we lead online.   + Set expectations before the session – this is written into the curriculum, but constant reminders will be needed throughout the program.   + Use the distraction – depending on the scenario, ask the participants to use their phones to engage |
| **Engage frequently and in varied ways** | * Make sure you don’t engage everyone the same way​. For example, don’t always ask yes/no chat questions. People will start to lose interest, especially those who don’t prefer that method. * Keep in mind the physical and mental challenges of being together live online. Do your best to use this time only for what is most important to do together live, like supporting each other, practicing skills, collaborating, making decisions, social motivation, etc. |
| **Manage Energy** | Read the room just as you would in an in-person experience – there are scheduled breaks but if the group needs a minute to regroup or take a break, do that. |
| **Honor People’s State** | Just like an in-person experience, every participant is going to bring their emotional state into the sessions. There may be more even emotions given the online experience. Acknowledge the emotions they have and consistently check in with your participants. |
| **Track Participation** | * A common challenge in leading online is that we end up in a one-way conversation. * We are talking at people, but don’t know whether they are learning, whether they agree or disagree, or even if they are still awake! Reading people online is more challenging than in person, but it is not impossible. * **Do not skip on the interactive components included to cover content or lecture.** |
| **Let People Know You “See” Them** | * The more you make it clear that you are reading the group in an ongoing way, the more that people will feel “seen.” The more seen people feel, the more they are likely to engage. * They are also more likely to send you clear nonverbal signals through their web camera when they get the signal that someone is looking back through their screen. Here are a few examples of what those signals might look like.   + “It looks like only about half the group has shared ideas in the chat box. If anyone is having trouble with the chat, let us know, or you can share out loud.”   + “I see [name] that you just came off mute. Is there something you’d like to add?”   + “I see a lot of people are saying ‘yes’ in the chat box, so yes, let’s shift to talking about the second topic.”   + “I see a lot of heads down on the web cameras, so I’m going to give you a little more time to journal.”   + “Everyone has shared except [name] and [name] who are on the phone. Would you like to share, too?”   + “It looks like [name] has stepped away, so we’ll come back to them when they’re back.”   + “Welcome [name], we’re just in the middle of sharing one thing we have done that’s fun today. [name], [name], and [name] haven’t gone yet.” |
| **Check on Participants That May Not Have Access** | * Lack of access can affect people’s confidence. As a result, folks’ confidence in navigating a novel online space may be challenging. The risk of shaming and exposing ignorance may be much higher. * People with less resource have less access to high end tech and a dedicated space to work from. Instead of working in front of a large computer with a headset, they might be perched on an outside stoop on their phone as traffic and neighbors pass by. * Some people may have inferior internet access. Without high-end high-speed internet, people’s connection may be spotty at best. * Here are some ideas to address these concerns:   + Don’t always pick the quickest response, instead of picking the first person to say, “I have an answer,” look for opportunities to support less-heard voices. Make a point of being invitational. * Make sure all people can participate fully. Try to always provide alternative options for participation. If people are calling in, give dedicated space for them to participate during activities and make sure the chat is read aloud. * Set people up for success. ​Another way to cause shame is using right/wrong questions and telling people they’re wrong in front of everyone. This can inflame shame. |
| **Release Yourself and Your Group of Perfection** | * We believe in high standards and excellence in performance. We applaud you if you’re the type of person shooting for perfection under all the challenges of this moment. But if you are, then you also need to be ready to aim high and miss. * There are things you can do to minimize a variety of problems, but the most important thing you can do is take a deep breath and prepare yourself to stay calm and do your best to support your group through whatever will inevitably come up. |

**Using the Facilitator Guide**

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| **Setup** | * Instructions for set up of the room and materials will be listed here. |
| **Facilitator Set Up** | * Needs for the facilitator to have set up will be listed here. |
| **Program Supplies** | * Any supplies needed for the session will be listed here. |

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| **Session Objectives** | * Every session will start with objectives that outline its goals * They will appear as bullets before the curriculum for each session * Refer to these bullets often during the session as a reminder of what is to be accomplished |

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|  | **Session Title** |
| **xx/xx**  **xx:xx - xx:xx p.m.** | On the first line, the first number indicates amount of time it will take to complete each section. The second mark indicates the total time elapsed for the entire session. The second set of numbers indicates the exact times of day at which the section should begin and end. |
|  | Basic text is content to be shared with Participants. This information should be given in full and is best shared through paraphrasing and not reading word-for-word. |
|  | *Content in italics will be instructions for Facilitators.* |
|  | * Questions to be posed to the group will highlighted in grey.   *Note: If a question has already been answered at another time, you should not re-ask the question.* |
| A picture containing speaker, megaphone, electronics  Description automatically generated | **This symbol indicates information or instructions should be read, and the text will be bolded.** |
| flip chart | This symbol indicates material should be put on flip chart. |
| MCj04316210000[1] | This symbol indicates a video should be played. |
| **PPT** | This indicates a PowerPoint slide is to be shared. |
| **WB** | This refers to various WB style resources for participants should open.  *IFC Academy does not have a physical workbook, we will include the links to share with participants and the PDF versions to include in the links are not working.* |

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**Programming Officer: Understanding My Campus’ Programmatic Needs**

**30 minutes**

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| **Setup** | * PowerPoint slides |
| **Facilitator Set Up** | * Quality camera * Well-lit location or additional lighting * Limited background noise * Professional, non-virtual background |
| **Program Supplies** | * HQ, Campus Programming Worksheet |

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| **Session Objectives** | * Identify expectations for participant takeaways * Outline the responsibilities of the officer role * Identify individual campus and community needs * Reflect on the ways programming and enhance the fraternity experience |

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| **5/5** | **Welcome and Introductions** |
|  | *Keep the title slide up until you begin facilitating, then bring it down.*  *Facilitators introduce themselves and welcome Participants in a genuine, upbeat and positive way.* |
|  | Ask everyone in the room to introduce themselves in the chat, including:   * Name * Campus * Affiliation   **Raise your hand if you are:**   * An IFC officer role dedicated solely to programming or member development? * An IFC officer role that is partially dedicated to programming or member development? |
| **10/15** | **Programming on my Campus** |
|  | **In the chat, let’s discuss the needs of your fraternity community are and how programming has shown up in the past.**  ***Ask each question, one by one:***   * How does programming currently show up on your campus? * What kinds of ways does your IFC perform service and programming (members, chapters, and council)? * Where is your IFC lacking in its programming efforts? * How do you plan to increase efforts where needed?   One the most critical pieces of wisdom I will impart about programming is that there is no use in reinventing the wheel.  College students are extremely busy (that’s you!), and while you have many talents, there are professionals out there who are paid to be college programming experts. |
| **10/25** | **Support for the Member Chapter Officers** |
|  | The two strongest sources to draw from regarding programming support for fraternities are the inter/national fraternity and campus support services.  Becoming aware of resources available and pointing fraternity chapters in the right direction can make a big difference. And when you gather the resources for them, fraternity members are more likely to use them.  One of the most common ways an IFC programming officer supports chapters is to compile and share information about resources available to them.  This can be lists of venues or spaces on campus to do programming, quality speakers, or data on what programming is needed. To better understand what kinds of resources that exist, we are going to spend time researching some of them together.  *There is a worksheet on the IFC Academy webpage.*  [*https://tinyurl.com/IFCAProgramResources*](https://tinyurl.com/IFCAProgramResources)  **Today’s activity, you will have 3 tasks to work on:**   1. **Spend time researching resources for programming support on your fraternity headquarters’ websites.**     1. Of course, every organization will be different, but knowing what your headquarters has to offer will allow you to encourage other fraternities to seek out their resources too. 2. **Search each of your campus’ websites for support and resources. You might search for things like “Alcohol programming,” “Event spaces on campus,” and “Student organization event policies.”** 3. **Search for specific individuals on your campus that students would be able to ask for support and make note of their contact information.**     1. For example, you might find an office or individual to contact that can host an academic success workshop for the sorority and fraternity community or someone who coordinates drug programming for students.   *When they have finished, bring them together to share what they found. Some examples of resources they might find are below.*   * *Programming boards* * *Program funding options* * *Event policies* * *Event spaces* * *Content experts on campus* * *External companies that provide programming* * *Academic support available in each department for students of that area of study* * *Support for students with learning limitations* * *Workshops hosted by the academic success center*   *Debrief questions:*   * How can you use this activity to benefit your member chapters? * What are some next steps you can do?   *Some sample ideas are below.*   * Compile all of the resources available to fraternity men in a document and share with chapters. * Attend sorority and fraternity chapter meetings to share events and resources available to their members. * Create a calendar or send messages to fraternity members highlighting events and what the goals are for them * Create a list of all available event spaces on campus and how to reserve them. * Develop list of funding options available to students who do programming. * Host a workshop or bring speakers to IFC meetings to complete a learning assessment for members. * Host a workshop to share learning resources and tools.   *There is a worksheet on the IFC Academy webpage for this debrief:* <https://tinyurl.com/ProgrammingNeeds>   * What are the needs of your campus and IFC community related to programming? * What does programming currently look like from the IFC? * Where is your IFC lacking in its programming efforts? * How can you use the previous activity to increase these efforts? |
| **5/30** | **Wrap Up** |
|  | Before dismissing you to the next session, let’s recap this session:   * The people in this space are your resources and allies, IFC Academy is a great place to get to know those in similar roles from other campuses. * Supporting your member chapters will be the key to your success. |

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**Officer Track: The Individual Student Experience**

**35 minutes**

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| **Setup** | * PowerPoint slides |
| **Facilitator Set Up** | * Quality camera * Well-lit location or additional lighting * Limited background noise * Professional, non-virtual background |
| **Program Supplies** | * Perry’s Theory video * Individual student programming worksheet |

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| **Session Objectives** | * Identify characteristics that set college students apart from one another * Outline the stages of cognitive growth within William Perry’s Theory of Intellectual Development * Define needs for college students at different levels * Create a list of ways a fraternity or council can support members at different levels |

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| **10/10** | **The Individual Student Experience** |
|  | So, what does serving as the IFC programming officer look like? The main difference between a chapter officer and an IFC officer is that the chapter officer supports their chapter members while the council officer’s role is to support the chapter officers and community as a whole.  Based on our conversation earlier, programming is important to every individual, every fraternity, and the community. The IFC officer is the resource to the entire fraternity community, sharing information and monitoring chapter programming success. |
|  | Before we can understand how to best support the IFC chapter officers, it’s important to understand the students they’re serving.  One-size-fits-all is not a relevant way of addressing college student learning and needs. Every individual has their own ways of learning, end goals, type of studies, and challenges. They even have different needs depending on what year they are in at school. Therefore, it’s important that the IFC programming officer and IFC chapter programming officers understand a bit about student needs.  On your screen, you will see a list of factors that set each individual student apart.  **Looking at this list, write in the chat what is most important to you, right now.**   * career preparation – every individual is seeking a different career, so their types of classes and learning experiences are unique * passion areas- members have areas of interest and passion that drive them and what they want to learn and experience * preferred learning styles – every individual learns best differently * life circumstances – some individuals experience challenging life situations that might temporarily inhibit their ability to perform well academically * learning disabilities – some students have the added challenge of managing learning disabilities while attending school (some are aware of them and some haven’t discovered them yet) * stage of learning – students learn differently based on their experience and age, so a first-year student will think differently than a senior * work commitments – many students must have a job (whether full-time or part-time) to pay for school or other needs * first generation college students – if a student is the first in their family to attend college, they might not have as much context for how to be prepared   As you can see, everyone has different needs depending on their experiences. |
| **10/20** | **College Student Intellectual Development** |
| MCj04316210000[1] | Let’s talk more about the different needs of students at different levels in school. This is important as we think about providing programming to students at different places.  Students usually think and see the world differently when they begin college than when they’re finished. This is simply a product of life experiences and information they’ve been exposed to.  **To illustrate an adult learning theory, we will watch a quick video.** <https://www.youtube.com/watch?v=MbsqNn8O79o> (run time: (4 minutes, 21 seconds)  *Pause after each stage:*   * Raise of hands, who can think of a person that fits this description?   *After the video:*   * How can you see different stages of learning impacting the way fraternity men engage in programming? * How will knowing about these learning stages impact the way you serve in your role? |
| **15/35** | **Different Needs for Different Years** |
|  | Not only do fraternity members experience different intellectual development at different ages, but they are focused on different aspects of the college and career path at different times.  Let's brainstorm together what those needs look like and how fraternities and the council can support them in meeting their academic needs.  *There is a worksheet on the IFC Academy webpage.*  [*https://tinyurl.com/PerrysTheory*](https://tinyurl.com/PerrysTheory)  **Together, we are going to walk through ideas focused on and some examples of programming or types of programming that would be beneficial. If your campus does similar programming, please share that too!**  *Acknowledge that each student may be in different spots academically but what broadly would be beneficial.*   * What is the individual focused on? * What can the fraternity/council do to support members at this level?   *For the facilitator, here are some ideas:*   * First-Year Student   + What is the individual focused on?     - Navigating college and being away from home     - Learning their organization     - Learning how to study     - Understanding time management     - Getting used to a college workload     - Determining their major   + What can the fraternity/council do to support members at this level best?     - Programming that supports community building     - Alcohol, drug, sexual violence programming and education     - Basic academic skills (including encouraging students to enroll in a Univ. 101 course if offered)       * Study skills       * Preferred learning style       * Reflection       * Time management     - Finding your major     - Create a mentor program (academic mentor in addition to big/little) * Sophomore   + What is the individual focused on?     - Selecting and getting comfortable in a major     - Being in a mentor role (big brother/sister, etc.)     - Serving in internships     - Leadership roles and how they want to impact the chapter and community   + What can the fraternity /council do to support members at this level best?     - Leadership development programming     - Social issues that may be impacting them or their friends/chapter     - Help to find internships     - Support exploring interest in different fields * Junior   + What is the individual focused on?     - Learning how to lead and do the roles they may be now in     - Succession planning for their organization     - Narrowing down career paths     - Finding internships     - Studying abroad   + What can the fraternity/council do to support members at this level best?     - Leadership development programming focused on skill building and problem solving     - Help to find internships     - Support exploring interest in different fields     - Begin to give back through an academic mentorship program * Senior   + What is the individual focused on?     - Determining next steps (grad school, career, etc.)     - Leaving a legacy     - How fraternity or sorority can translate to next steps     - Final projects like a thesis   + What can the fraternity/council do to support members at this level best?     - Support identifying how to apply for graduate school     - Provide job search support/resources     - Begin to give back through an academic or leadership mentorship program |

Evans, N. J., Forney, D. S., Guido, F. M., Patton, L. D., & Renn, K. A. (2010). *Student development theory in college: theory, research, and practice* (2nd ed.). San Francisco, CA: Jossey-Bass.

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**Officer Track: Your Role and the IFC SOP**

**20 minutes**

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| **Setup** | * None |
| **Facilitator Set Up** | * Quality camera * Well-lit location or additional lighting * Limited background noise * Professional, non-virtual background |
| **Program Supplies** | * The IFC SOP |

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| **Session Objectives** | * Apply the IFC SOP to their officer roles * Describe the importance of the IFC SOP * Develop a strategy for incorporating the IFC SOP into their operations |

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| **10/10** | **The IFC SOP** |
|  | In the last general session, we talked about the IFC Standard Operating Procedures, or the IFC SOP.  The mission of an Interfraternity Council (IFC) is to foster a healthy and vibrant fraternity community. The IFC Standard Operating Procedures (SOP) provide structure and support—a baseline for policies and practices—for IFCs to operate in accordance with NIC Standards, endorsed by all inter/national member fraternities of the NIC.  There is a copy of the IFC SOP on the IFC Academy webpage:  <https://tinyurl.com/IFCSOPprogramming>  Implementing the Standard Operating Procedures will help an IFC anticipate and address critical operational needs, while serving its member chapters and advocating for the fraternity experience.   * Prior to IFC Academy, were you familiar with the IFC SOP? * If so, do you know if your IFC is fully aligned?   This session is about understanding the components and how you can support the IFC SOP in your role.  The IFC Programming officer’s role is critical in the overall success of the IFC, especially when it comes to the IFC SOP. There are various areas of the IFC SOP that outline programming or training functions.   * Academic Enrichment: An IFC will implement academic policies and programming, striving for the all-fraternity GPA to be above the campus all-men's average. * Accountability: The IFC will provide annual training to member chapters on its IFC Judicial Code. * Health and Safety: The IFC will work with the campus to provide health and safety education and training for chapters each term.   While you may have other officers that oversee these functional areas of the IFC, this is your opportunity to collaborate with others and create intentional programming for the IFC.   * Why is the IFC SOP important? * How is it helpful? * Why should you be aligned?   In the council breakout you just came from, you discussed where your council is currently related to the IFC SOP.   * What areas is your council most successful in? * What areas are you in need of support? * What needs to be done to be fully aligned? |
|  | The IFC SOP is flexible to meet the needs of each council, regardless of how many chapters you have on campus. It is a baseline for successful operations within the IFC. |

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**Officer Track: Processing and Creating Change**

**20 minutes**

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| **Setup** | * None |
| **Facilitator Set Up** | * Quality camera * Well-lit location or additional lighting * Limited background noise * Professional, non-virtual background |
| **Program Supplies** | * None |

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| **Session Objectives** | * Process initial reactions and emotions to the Love, Mom and Dad session * Create a sense of urgency for change within their community * Recognize the IFC and their individual roles in creating that change |

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| **20/20** | **Debrief Parents’ Session** |
|  | *Facilitator note: Use your best judgement to debrief their emotions and reactions. Some may have seen this, or a similar presentation, and for some this may be new.*  There is a resource on the IFC Academy webpage:  <https://tinyurl.com/PMDIFCSOP>  Sample processing questions:   * What are your reactions to the parent’s presentation? * Why is this important to discuss at IFC Academy? * How does this apply to your role on the IFC? * How can you re-create this sense of urgency when you return to campus to drive change? |

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**Officer Track: Q&A and Goal Setting**

**20 minutes**

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| **Setup** | * None |
| **Facilitator Set Up** | * Quality camera * Well-lit location or additional lighting * Limited background noise * Professional, non-virtual background |
| **Program Supplies** | * Goal Setting worksheet |

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| **Session Objectives** | * Explore topics of interest to participants related to their roles * Create goals for their officer term |

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| **10/10** | **Open Forum/Pressing Issues** |
|  | We’re going to spend time discussing concepts of interest to you. This is the time to bring up burning questions about other campus’s experiences, to share ideas you have for your own campus, and to support others in your role.    Provide time for participants to share ideas with one another in small groups, bringing them together in the end to share highlights of what was discussed.   * What general questions do you have about your officer role?     *Provide time for general questions and answers with the whole group.* |
| **10/20** | **Goal Setting** |
|  | We’re nearing the end of our officer track. We’re nearing the end of our officer track. Later, you’ll discuss specific issues and set goals as a team. At this time, we’ll think about goals you have for your own officer role.  **In the chat, answer the question “Why is the IFC Programming Officer’s role important to you, your chapters, your council, and your community?”**    Now, we’ll take time to identify how we’re able to make the best version of the IFC Programming officer role a reality.  *There is a worksheet on the IFC Academy webpage.*  [*https://tinyurl.com/PMDgoals*](https://tinyurl.com/PMDgoals)  **In the left column, identify three tangible desires you have for your IFC Programming Officer role on your campus based on the “best of the IFC Programming officer role” that you identified previously.**  **In the right column, turn each desire into a goal. This goal should be written as an affirmative statement as though you’re looking back on what happened in the future. For example, the desire “IFC members feel their opinions have been heard” becomes the goal “The IFC Programming attended one chapter meeting for each IFC chapter per term to hear feedback and discuss what IFC is doing.”**  *Provide time for officers to do so. When participants have finished, ask them to share their answers with the group.* |
|  | *Conclude the session with a thank you or quick charge to the officers. Be genuine and authentic to your style as you wrap up.* |